

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with theories that used as the basic of this research. It include of definition of speaking, the teaching speaking, the principle in teaching speaking, correcting speaking, and the nature of *Six-Step Interview*.

#### A. Definition of Speaking

Speaking is the important role in human life because as human being, they need to communicate with others in order to convey meaning, thus; they can cover their necessities. Gottlieb states that "Speaking generally involves two-way communication with interactive role switching between the speakers, who convey a message, and listener, who interprets and respond to it."<sup>1</sup> Moreover; Djiwandono explains that "speaking is expressing the thought orally. By expressing what their thought, the people can make another people understand what they have thought."<sup>2</sup> It means, when people are speaking, there must be two agents those are speaker and listener, message or something that intended by the speaker, and words. It is impossible if we are speaking with no single word come out from our mouth.

In addition, Speaking is the productive, oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is "an

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<sup>1</sup> Margo Gottlieb, *Assessing English Language Learners Bridges From Language Proficiency to Academic Achievement* (United States: Corwin Press, Inc, 2006), 45.

<sup>2</sup> Soenardji Djiwandono, *Tes Bahasa Pegangan Bagi Pengajar Bahasa* (Jakarta: PT Indeks, 2008), 118.

interactive process of constructing meaning that involves producing and receiving and processing information”, but it is not completely unpredictable.<sup>3</sup> If students want to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>4</sup>

In speaking, for getting good understanding between two agents, there should be some components that have to be agreed. Those are pronouncing phonemes correctly, use appropriate stress and intonation, and speak in connected speech. Furthermore, Haris asserts that it should be good grammatical rule, vocabularies, fluency, and comprehension. The little mistake on those components, it will make possibility for misunderstanding.

## **B. Teaching Speaking**

It was assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation thrown in.<sup>5</sup> In teaching speaking, many skills are correlated. The teacher should make the speaking activity as comfortable as possible for the students. As Scott Thornbury suggests that “the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become *talking classroom*”.<sup>6</sup>

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<sup>3</sup> Kathleen M. Bailey, *Practical English Language Teaching Speaking* (New York: McGraw-hill 2005), 2.

<sup>4</sup> Jeremy harmer, *The Practice of English Language Teaching Fourth Edition* (Edinburgh gate Harlow Essex: Person Education Limited, 2007), 343.

<sup>5</sup> Scott Thornbury, *How to Teach Speaking* (Malaysia: Longman, 2006), 1.

<sup>6</sup> Jeremy Harmer, *How to Teach English New Edition* (Edinburgh gate Harlow Essex: Person Education Limited, 2007), 123.

There are two main reasons for getting students to speak in the classroom. Firstly, speaking activities provide chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students.<sup>7</sup> Thus, we should conduct *negotiation for meaning* and give ay feedback for their performance. It will make the students felt be appreciated.

The teacher's role in teaching speaking should not be dominated. The teacher's role is as facilitator that monitoring the student's activities. It is also necessary to correct their pronunciation when they spoke. According to Harmer, "one ways to correct speaking is the teacher notes down many things that seemed to go well and times when the students could not make themselves understood or made important mistakes. When the activity had finished, the teacher shares what was going wrong and ask them to repeat the correct one."<sup>8</sup>

For asking the students to speak up, the teacher must find some problems that make speaking activities get less success. Penny Ur states some problems in teaching and learning speaking skill. Those are:<sup>9</sup>

1. Inhibition

Speaking requires some degree of real-time exposure to an audience. Many learners are often inhibited about practicing a foreign

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<sup>7</sup> Harmer, *How to Teach.*, 123.

<sup>8</sup> *Ibid.*, 131.

<sup>9</sup> Penny Ur, *A Course in Language Teaching Practice and Theory* (UK: Cambridge University Press, 1998), 121.

language in the classroom. They are afraid to speak up because they are afraid of mistake that impact to the shyness or lose their confidence.

## 2. Nothing to say

The teachers often hear students complain that they cannot think of anything to say: they think there no something to express themselves. So, a sound production does not out from their tongue and they choose doing passive in the class.

## 3. Low or uneven participation

Sometime the participant in class is dominated by the smart students and some students who do not good enough decided to keep silent. So, it makes them to hearing the good students talk in the class. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

## 4. Mother-tongue use

In the classes is often the students use their own mother tongue to interact each other. When English class is running, they are unfamiliar to speak in English. Consequently, they tend use mother tongue because they think it is easier than they have to use a foreign language to communicate in speaking class.

To solve those problems, the teacher should look for some actions; one of them is using group work. It will help the students who are unwilling to speak in front of the class; so that they do not fell shy to speak in English because they just speak in their own group with little students. The smart

students will not dominate the class because they have to help the other students in their own group who have less achievement in speaking English. Thus, all of students are attempted to speak fluently, although, they occasionally slip into their mother tongue. However, it will give positive respond because they are willing to speak in target language, at least.

However, teaching speaking is different from teaching reading that asks students to read or practice their textbook. Speaking happens in the real time and does not need to decode letters in order to read words. Van Lier's asserts in book of *Practical English Language Teaching* that "The Spoken language and written language differ in many significant ways. Here are some key contrasts (van Lier, 1995, p.88)".

<u>Spoken Language</u>	<u>Written Language</u>
<ul style="list-style-type: none"> <li>• Temporary</li> <li>• Prosody</li> <li>• Immediate feedback</li> <li>• Planning and editing limited- By channel</li> </ul>	<ul style="list-style-type: none"> <li>• Visual</li> <li>• Punctuation</li> <li>• Delayed or no feed back</li> <li>• Unlimited planning, editing,- revision<sup>10</sup></li> </ul>

### C. Principles for teaching Speaking

In teaching speaking, the teacher has to know the principles of teaching speaking and components in speaking.

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<sup>10</sup>*Practical English Language Teaching, First Edition, 48.*

## 1. Principles in Teaching Speaking

Some principles for teaching speaking to beginning learners are<sup>11</sup>:

### a. Provide Something for Learners to Talk about

When people choose to speak, it is usually about *something*. They want to say something, or they find a topic or incident interesting and want to comment on it. They wish to share ideas or emotions. Thus, teacher should provide something for learners to talk about. Pictures can provide the motivation for talking. Moreover, using picture also gives the learner something to talk about, something to focus on other than their own uncertainty with the new language

### b. Create Opportunities for Students to interact by using group work or pair work

Using pair work or group work is needed, especially for the lower levels can be anxious about speaking out in class. Those are also providing feedback to the learner from sources other than the teacher.

Pair work involves two students working together to complete a task or exercise using the target language. Group work is three or more students working together.

### c. Manipulate physical arrangement to promote speaking practice

Something that can be manipulated is seating arrangement. In this study, the writer chooses *co-op table arrangement* as model of

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<sup>11</sup> Kathleen, *Practical English.*, 36-39.

seat. It is team member sit two on each side of the table which is perpendicular to the blackboard. The arrangement allows easy viewing of the front, equal and easy contact among team mates, and comfortable workspace<sup>12</sup>. It is suitable for using *Six-step Interview* because inside of this strategy needs to exchange the partner.

Furthermore, according to David Nunan, the principles for teaching speaking are:

- a. Be aware of the differences between second language and foreign language learning contexts

The context of English as foreign and second language is different. Second language learners achieve notable speaking skills, but much others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors.

- b. Give students practice with both fluency and accuracy

The teacher should encourage students for increasing their practice both accuracy and fluency. Accuracy is the way for speaking up the target language in correct way that means the ability to use appropriate vocabulary and grammar to convey meaning, pronounce word correctly, using intonation and stressing well. In addition, Kathleen states that Accuracy, this context refers to the ability to speak properly-that is, selecting the

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<sup>12</sup>Spancerkagan, *Cooperative learning*, 7:4.

correct words and expressions to convey the intended meaning, as well as using grammatical patterns of English.<sup>13</sup>

The basic one, fluency has to be fated by students because it is the provision to speak up in the target language. Fluency is the ability to speak quickly and confidently with less hesitant.

- c. Provide Opportunities for Students to talk by using Group Work or Pair Work, and limiting Teacher Talk

Those are can be used to increase the amount of time that learners get to speak in the target language during lessons. Furthermore, the teacher is removed from the conversation, the learners take on divers speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

- d. Plan speaking tasks that involve negotiation for meaning

It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

- e. Design Classroom Activities that Guidance and practice in both transactional and interactional speaking

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves

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<sup>13</sup> Kathleen, *Practical.*, 5.



communicating to get something done, including the exchange of goods and/or service.<sup>14</sup>

## 2. Components in Speaking

There are some components that important in speaking<sup>15</sup>:

### a. Pronunciation

If we say the word in English, but we are wrong in pronounce it, perhaps it can be meaningless and cannot be understood. Thus, pronunciation includes the segmental features, vowel and consonants, the stress and intonation.

### b. Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. One rule in English states that "a subject followed by a verb followed by an object". Example: The played Rita piano. That sentence is ungrammatical because it violates this rule.<sup>16</sup>

### c. Vocabulary

Vocabularies are needed in speaking. We will speak up if we know what to say. If we are lack in vocabularies, we cannot express our ideas. Thus, we cannot speak up.

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<sup>14</sup> David Nunan, *Practical English Language Teaching, First Edition* (New York: McGraw-Hill, 2005), David Nunan, *Practical English Language Teaching, First Edition* (New York: McGraw-Hill, 2005), 54-56.

<sup>15</sup> David P. Haris, *Teaching English as a Second Language* (United States of America: McGraw-Hill, 1969), 81-82.

<sup>16</sup> David Nuan, *Practical English Language Teaching* (Singapore: McGraw-Hill Education, 2003), 154.

d. Fluency

It is the ability to speak the target language quickly and confidently with less hesitant.

- e. Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate it. It checks the listener has understood what speaker has said.

**D. Correcting Speaking**

To avoid fossilization, it is so urgent to correct the students' mistake in speaking early. The teacher is allowed to involve during a speaking activity, but they should not be dominate. It will be better if the teacher is monitoring their students by walking around the class. The students will be feeling appreciated if the teacher is caring of them.

Here are some ways to correct speaking that developed by Harmer:<sup>17</sup>

- 1) When students are repeating sentences, the teacher should pay attention to get their pronunciation or grammar in order to make sure that their pronunciation and grammar exactly right
- 2) If there is a problem, try to correct it after the conversation has already finished. If the teacher correct the student's mistake, while they are involved in conversation, the effect might be well be to destroy the conversation flow. It will be same as the teacher interrupts their

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<sup>17</sup> Jeremy harmer, *How to Teach English New Edition* (England: Pearson Education Limited, 2007), 131.

students' speaking activity. However, that is not the purpose of the speaking activity and that is a bad manner to be a teacher

- 3) While the students are doing speaking activity, the teacher should monitor it by noting down things that seemed to go well and students' mistakes. It is the best way for knowing what is going on of the students, although; it is not accurate way. The teacher should conduct the individual test for knowing the real student's ability in speaking.
- 4) When the speaking activity has finished, ask the students how their thought. Then, give feedback for them by discussing the students' mistake. The teacher can engage students by asking the corrected from the students' mistake. Example: "*Students, how do you pronounce tubuh in English? /badi/ or /bodi/.*" By that's way, the students will share what they have known without make the students who makes the mistake will be offended. Otherwise, the teacher can write down the student's mistake on the white board and ask students to discuss it.
- 5) If the teacher knows the mistake that done by students, do not pint out the student who has made mistake because it will make that student upset or dent their confidence. The teacher should know that the students have their own characters. There are students who like to be corrected and there are sensitive students. The teacher should be careful of that.

There are many students' characters to correct the mistake. There are students who can correct the mistake by their selves; there are

students, who can accept the other friends' help, and there are students who dislike to the other friends' correct, they are like the correction from the teacher directly.

#### **E. The Nature of *Six-Step Interview***

The researcher will explain detail more about the definition of *Six-Step Interview*, the procedures of *Six-Step Interview*, and the provenience of *Six-Sep Interview*.

##### 1. Definition of *Six-Step Interview*

*Six-Step Interview* is a variation on *Three-Step Interview* for shy and limited English proficient students. Shy students and those just beginning to acquire English find it impossible to talk a whole class and difficult to talk three others. Many of these students become quite fluent if allowed to talk just one other. Besides, this strategy will provoke questions and answers which can then develop into a very involved conversation. At higher levels questions and answers may be significantly more complex and more speak up.<sup>18</sup>

Furthermore; *Six-Step Interview* is suitable for teaching speaking because it is a part of information sharing structures in cooperative learning methods. This strategy gives many opportunities to students for speaking up and listening because there will be interviewer and interviewee, furthermore; they will change their role. The students will share information that they had to another friend. Thus, they will get

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<sup>18</sup> Jeremy harmer, *How to Teach English New Edition* (England: Pearson Education Limited, 2007), 127.

much information, three kinds information by using this structure. If the teacher explains one topic to the students, it will not waste the time for making the students clearer to the topic. It is because they can learn together with three different friends.

In addition, Kagan stated that team interviews are a cooperative learning which useful for teaching and learning program at various places in the cooperative learning lesson, such as establishing an anticipatory set, checking for understanding, processing content and felling following a lesson.<sup>19</sup>

Some benefits of using *Six-Step Interview* stated by Stone are:<sup>20</sup>

- a. Students can interview each other to find out what background experiences they have that relate to the topic being studied.
- b. Each student shares an experience similar to one that was read about
- c. Students can role play one of the characters in a book
- d. Student can share favorite parts of a book
- e. Student can interview each other on the importance they attach to the elements in a particular book
- f. The strategy can be set to practice a particular grammar structure
- g. The students can share their writings in a interview structure
- h. Students can tell a story that they are going to write

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<sup>19</sup>Kagan, Cooperative., 8: 2.

<sup>20</sup> Jeanne M. Stone, *Cooperative Learning and Language Arts: A Multi-Structural Approach* (San Juan Capistrano: University of California, 1990), 20:1.

- i. Students can share a favorite poem, book, story, etc.
- j. Students can retell the story they are studying
- k. Students can share one or two vocabulary words that were new to them, their meanings, and their context in the book

2. The Procedures of *Six-Step Interview*

In this strategy, the students will do in grouping. A group consists of four students (A, B, C, and D). Thus, a group consists of two pairs. This strategy consists of *Interview, Interview, Gossip, Gossip, Interview, and Interview*. The steps are:

- a. The first step is called *Interview*. Students in pairs: one Student becomes interviewer and one another become interviewee.

Example:

**“A” interviews “B”**

“A” will ask, “How do you describe your selves?”

“B” will answer, “I have black and straight hair. My body is tall and slim. My hobbies are cycling, cooking, and travelling...”

**“C” interviews “D”**

“C” will ask, “When will the barbeque party be held on?”

“D” will answer, “The barbeque party will be held on Friday, 01<sup>st</sup> of March 2014”.

- b. The second step is called *Interview*. The students switch the role. Students in pair: interviewer becomes interviewee and interviewee becomes interviewer as in step 1. Example:

**“B” interviews “A”**

“B” will ask, “What are you like?”

“A” will answer, “I have pointed nose. My cheeks are chubby. But, I am fussy and bad tempered”.

**“D” interviews “C”**

“D” will ask, “who invites you for watching “5 cm” movie?”

“C” will answer, “Della invites me for watching “5 cm” movie”

- c. The third step is called *Gossip*. The students turn a new partner. Students in a new pair: Each student in turn shares what they have learned. One sharer, one listener. Example:

**“B” shares what he/she has gotten to “C”**

“B” will share, “Hi...”A” told me that he/she had pointed nose. Her/his cheeks were chubby. But, he/she was fussy and bad tempered

**“A” shares what he/she has gotten to “D”**

“A” will shares, “Hello...”B” told me that she/he had black and straight hair. Her/his body was tall and slim. Her/his hobbies were cycling, cooking, and travelling...”

- d. The fourth step is called *Gossip*. The students switch the role. Students in pair: the listener to be sharer and the sharer to be listener. They share what they have learned. Example:

**“C” shares what he/she has gotten to “B”**

“C” will share, “Hello...”D” told me that the barbeque party would be held on Friday, 01<sup>st</sup> of March 2014”.

**“D” shares what he/she has gotten to “A”**

“D” will share, “Hi...”C” told me that Della invited her for watching “5 cm” movie”.

- e. The fifth step is called *Interview*. Here, students are in the same partner. Students in pair: one Student becomes interviewer and one another student becomes interviewee. They are interviewing the topic that the teacher given and supported by the questionnaire that they have done. The do the same thing as step 1. Example:

**“C” interviews “B”**

**“D” interviews “A”**

- f. The sixth step is called *Interview*. The students switch the role. Students in pair: interviewer becomes interviewee, and interviewee becomes interviewer. Example:

**“B” interviews “C”**

**“A” interviews “D”**

3. The Provenience of *Six-Step Interview*

*Six-Step Interview* is one strategies of cooperative learning. It is one variation on *Three-Step Interview*. Actually, the main strategy of them is *Team Interview*. *First*; the writer will discuss the nature of *Team Interview*. It is the activity in which the students has an allotted amount of time, and teammates ask the students questions. During



interview, each teammate is interviewed in turn for a predetermined line, often while standing.<sup>21</sup> In addition, Stone asserts that “In *Team Interview*, one member of the team sits in the center of the team (Or in a designated seat). That person is interviewed by all three of the other team members at the same time.<sup>22</sup>

*Second*; According to Spencer Kagan, *Team Interview* has a variation, called *Three-Step Interview*. It has three steps, those are “In step 1, students in pairs: one is in interviewer, the others in interviewee. In step 2, the students reverse role. In step 3, the students turn taking to share to the group what they have gotten.<sup>23</sup>

*Third*; *Three-Step Interview* has variations; those are *Six-Step Interview* and *four-step Interview* by the explanation below.<sup>24</sup>

Four-step interview is a variation for the very young. Young children have a hard time remembering what their partners have hold them especially if they are interviewed about themselves before they have a chance to share what they have just heard. A variation which solves this problem in four-step interview:

**Step 1. One ways interview.** In pairs. One student interviews the others. **Step 2. Two share.** The two interviewers tell the group what they have just learned. **Step 3. The reverse.** Pairs reform and the interviewer becomes interviewee. **Step 4. two share.** The two new interviewers tell to the groups what they have just learned.

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<sup>21</sup>Ibid., 8:2.

<sup>22</sup> Jeanne M. Stone, *Cooperative Learning and Language Arts: A Multi-Structural Approach* (San Juan Capistrano: University of California, 1990), 20:1.

<sup>23</sup> Ibid., 12:2

<sup>24</sup> Kagan, *Cooperative.*, 12:4.